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ABSTRACT

Part of a series that provides practical resources to transition personnel on topics essential to the process of preparing individuals with disabilities for adulthood, this guide focuses on teaching occupational social skills. Chapter 1, "Why Teach Occupational Social Skills?," explains the importance of these skills for successful employment and describes the changing work force and educational reform. Chapter 2, "Assessment of Social Skills in Occupational/Vocational Settings," reviews approaches for assessing occupational social skills, such as rating scales, interviews, behavioral observation, role play, and curriculum-based vocational assessment. The following chapter, "Teaching Occupational Social Skills," provides information about teaching specific occupational social skills and problems-solving skills to students. Other issues affecting acquisition and performance, such as practice, feedback, reinforcement, and elimination of interfering behaviors, are also discussed. Chapter 4, "Getting Students To Use Occupational Social Skills," reviews strategies that educators can use to help students generalize occupational social skills from the instructional setting to work. Strategies include making occupational social skills instruction an integral part of the curriculum and teaching skills in natural settings. Appendices include a list of social skills resources, assessment instructions and publishers, and social skills curricula evaluation guidelines. (Contains 72 references.) (CR)

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